

# THE SCHOOL FRIEND.

DEVOTED TO EDUCATIONAL PURPOSES.

"Education—the Bulwark of Liberty."

VOL. II.

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## THE SCHOOL FRIEND.

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### All's for the Best.

All's for the best; be sanguine and cheerful;  
Troubles and sorrow are friends in disguise;  
Nothing but Folly goes faithless and fearful;  
Courage forever is happy and wise;  
All for the best—if a man would but know it;  
Providence wishes us all to be blest;  
This is no dream of the pundit or poet;  
Heaven is gracious, and—All's for the best!

All for the best! set this on your standard,  
Soldier of sadness, or pilgrim of love,  
Who to the shores of Despair may have wandered,  
A way-weary'd swallow, or heart-stricken dove:  
All for the best!—be a man, but confiding,  
Providence tenderly governs the rest,  
And the frail bark of His creature is guiding,  
Wisely and warily, all for the best.

All for the best! then fling away terrrors,  
Meet all your fears and your foes in the van,  
And in the midst of your dangers or errors,  
Trust like a child, while you strive like a man:  
All's for the best!—unbiased, unbounded,  
Providence reigns from the East to the West;  
And by both wisdom and mercy surrounded,  
Hope and be happy that All's for the best.

[Tupper.

## IMPORTANT NOTICE.

### SCHOOL FRIEND, VOL. III.

The issue of three numbers after the present, will complete the second volume of the School Friend. We shall then make a change in our terms, which it is our present object to announce.

Two years will have elapsed since we commenced the publication of our sheet, sending it, free of charge, to every teacher, active school officer, and clergyman, in the South and West, who desired it. When we commenced this novel enterprise, we knew not how long we should be able to sustain it, being well aware that the expense to ourselves would be very great. For one year, however, we were determined to circulate gratuitously a few thousand copies, and, at the close of that time, decide if we could longer afford so great an outlay. Applications for our paper, from all quarters were received, in number vastly exceeding our expectations.

From the friends of education, on all sides, we received the most gratifying encouragement. We had the satisfaction of being assured that our sheet was accomplishing much for the cause of popular education, and received epocumiums far above our merits. From various quarters of the West we received information of awakened interest in the cause of primary education, which might be traced, in part at least, to the silent pleading of our "Friend." Under these circumstances, at the expiration of the first year, though we had already expended more than we at first intended, we were induced to enter upon a second year. To render our paper still more useful and interesting, after much hesitation (for it involved another great increase of expense), we concluded to double the size of the School Friend, and improve in many respects its typographical appearance.

This was accordingly done at the commencement of the second volume. That volume is now, as before stated, nearly completed. Applications for the School Friend, from all parts of the West and South, have flowed in upon us in an unceasing stream, until now we circulate the immense number of twelve thousand copies monthly! A number which, we venture to say, is not equalled by the combined circulation of nearly all the other educational journals in the West. We have also the satisfaction of believing that, as our sheet has gained in circulation, it has also gained in the esteem of its readers.

We shall continue to circulate the School

Friend gratuitously until the completion of the second volume. We shall then have expended several thousand dollars upon it, and here we feel that we must pause. It would gratify us much to be able still to send our paper gratuitously, but this we cannot afford to do; we cannot afford to expend any more than we shall already have done. Under these circumstances but two courses are left to us, viz., to cease the publication of the School Friend entirely, or to fix upon it a subscription price. After due consideration, and in accordance with the earnest solicitation of numerous friends, we have determined to adopt the latter course, and to fix upon it a very low price, merely sufficient to pay the actual cost of the paper. We have accordingly decided upon the following

### TERMS:

The first number of the third volume of the School Friend will be issued on the 1st of October next, containing the same amount of matter as at present, and it will be, as heretofore, published monthly, and furnished to subscribers at the following rates:—

ONE COPY, FOR ONE YEAR, - - - - -	\$0.50
FIVE COPIES, TO ONE ADDRESS, FOR ONE YEAR, - - - - -	2.00
TEN COPIES, - DO. - DO. - DO. -	3.00

[PAYABLE IN ALL CASES STRICTLY IN ADVANCE.]

It will be noticed that where several copies are sent to one address, the price per copy is fixed at much less than where only one copy is sent. We have two reasons for this: 1st. The expense of mailing is very much less where a number of copies are sent to one address. 2d. We wish to make it an object with those who wish to take our paper, to exert themselves to induce others in their vicinity to take it also. It will be evident to all, from the low price which we have fixed upon the School Friend, that we cannot hope to make money out of it. Indeed, unless our friends give us a very large subscription list, it will not pay its own expenses. With perhaps a very few exceptions, the price of other educational journals is, proportionately, at least double that of ours. Under these circumstances, need we urge our friends to exert themselves to give us a large list of subscribers? For an earnest of what our paper will be in the future, we would refer to the past, excepting that we shall spare no exertions to render it as much better as may be. We shall endeavor to make it what its name purports, a "School Friend" in every sense of

the term. But it cannot be a friend of schools without being the *teacher's friend*. Such, then, we shall endeavor emphatically to make it. From month to month we shall endeavor to glean from the various sources at our command, and present to him instruction, encouragement, and entertainment.

Heretofore our circulation has been entirely among teachers, school officers, and clergymen. We hope that our new volume will be taken by very many who belong to neither of these classes. Indeed we have, while distributing our sheet gratuitously, had repeated solicitations to fix upon it a subscription price at which those, not entitled to it gratuitously, might obtain it. No subject is of more universal importance, or should be of more general interest, than that of education. To parents, surely, the topics principally treated of in our columns are of the most immediate importance, for with them rests, first, the great responsibility of their children's education. It will be our aim to make our sheet in all respects a welcome *family visitor*.

It is not our intention to print many more of the first number of the new volume than we have subscribers for at the time of issuing it; we therefore hope that all who wish for the School Friend will forward their subscriptions as soon as possible.

It will be useless for any one to apply for the paper without forwarding the money for it, as it will be necessary for us, at our low prices, to adhere strictly to our terms requiring pay in advance.

We repeat that, until the second volume is completed, we shall continue to send it gratuitously to those already on our list.

#### School-House Architecture.—No. 7.

##### COMMON ERRORS IN SCHOOL ARCHITECTURE.

Under this head it will be sufficient to enumerate the principal features of school-houses as they are.

They are, almost universally, badly located, exposed to the noise, dust, and danger of the highway; unattractive, if not positively repulsive, in their external and internal appearance, and built at the least possible expense of material and labor.

They are too small. There is no separate entry for boys and girls appropriately fitted up; no sufficient space for the convenient seating and necessary movements of the scholars; no platform, desk, or recitation room for the teacher.

They are badly lighted. The windows are inserted on three or four sides of the room, without blinds or curtains to prevent the inconvenience and danger from cross-lights, and the excess of light falling directly on the eyes, or reflected from the book, and the distracting influence of passing objects and events out of doors.

They are not properly ventilated. The purity of the atmosphere is not preserved by providing

for the escape of such portions of the air as have become offensive and poisonous by the process of breathing, and by the matter which is constantly escaping from the lungs in vapor, and from the surface of the body in-insensible perspiration.

They are imperfectly warmed. The rush of cold air through cracks and defects in the doors, windows, floor, and plastering, is not guarded against. The air which is heated is already impure from having been breathed, and made more so by noxious gasses arising from the burning of floating particles of vegetable and animal matter coming in contact with the hot iron. The heat is not equally diffused, so that one portion of a school-room is frequently overheated, while another portion, especially the floor, is too cold.

They are not furnished with seats and desks, properly made and adjusted to each other, and arranged in such a manner as to promote the comfort and convenience of the scholars, and the easy supervision on the part of the teacher. The seats are too high and too long, with no suitable support for the back, and especially for the younger children. The desks are too high for the seats, and are either attached to the wall on three sides of the room, so that the faces of the scholars are turned from the teacher, and a portion of them at least are tempted constantly to look out at the windows; or the seats are attached to the wall on opposite sides, and the scholars sit facing each other. The aisles are not so arranged that each scholar can go to and from his seat, change his position, have access to his books, attend to his own business, be seen and approached by the teacher, without incommoding any other.

They are not provided with blackboards, maps, clock, thermometer, and other apparatus and fixtures which are indispensable to a well regulated and instructed school.

They are deficient in all of those in and outdoor arrangements which help to promote habits of order and neatness, and cultivate delicacy of manners and refinement of feeling. There are no verdure, trees, shrubbery, and flowers, for the eye, no scrapers and mats for the feet, no hooks and shelves for cloaks and hats, no well, no sink, basin, and towels to secure cleanliness, and no places of retirement for children of either sex, when performing the most private offices of nature.

##### LOCATION—STYLE—CONSTRUCTION.

The location should be dry, quiet, pleasant, and in every respect healthy. To secure these points, and avoid the evils which must inevitably result from a low and damp, or a bleak and unsheltered site, noisy and dirty thoroughfares, or the vicinity of places of idle and dissipated resort, it will sometimes be necessary to select a location a little removed from the territorial center of the district. If possible, it should overlook a delightful country, present a choice of sunshine and shade, of trees and flowers, and be sheltered from the prevailing winds of winter by a hill top, or a barrier

of evergreens. As many of the pleasant influences of nature as possible should be gathered in and around that spot, where the earliest, most lasting, and most controlling associations of a child's mind are formed.

In the city, or populous village, a rear lot, with access from two or more streets, should be preferred, not only on the ground of economy, but because the convenience and safety of the children in going to and from school, the quiet of the school-room, and the advantage of a more spacious and retired play-ground, will be secured.

In the country, it will sometimes be desirable for two or more districts to unite and erect a school-house at some point, to which all the older children can go from all parts of the associated districts, while the younger attend school in their several districts. In this way the school-houses can be more appropriately fitted up, and the advantage of a more perfect classification, in respect both to instruction and government, as well as a wiser economy in the employment of teachers, be gained.

The style of the exterior should exhibit good architectural proportion, and be calculated to inspire children and the community generally with respect for the object to which it is devoted. It should bear a favorable comparison, in respect to attractiveness, convenience, and durability, with other public edifices, instead of standing in repulsive and disgraceful contrast with them. Every school-house should be a temple, consecrated in prayer to the physical, intellectual, and moral culture of every child in the community, and be associated in every heart with the earliest and strongest impressions of truth, justice, patriotism and religion.

The school-house should be constructed throughout in a workmanlike manner. No public edifice more deserves, or will better repay, the skill, labor, and expense, which may be necessary to attain this object, for here the health, tastes, manners, minds, and morals of each successive generation of children will be, in a great measure, determined for time and eternity.

##### SIZE.

In determining the size of a school-house, due regard must be had to the following particulars:

First. A separate entry, or lobby, for each sex, furnished with scraper, mat, hooks, or shelves, sink, basin, and towels. A separate entry thus furnished, will prevent much confusion, rudeness, and impropriety, and promote the health, refinement, and orderly habits of children.

Second. A room, or rooms, large enough to allow, 1st, each occupant a suitable quantity of pure air, i. e. at least 150 cubic feet; 2d, to go to and from his seat without disturbing any one else; 3d, to sit comfortably in his seat, and engage in his various studies with unrestricted freedom of motion; and, 4th, to enable the teacher to approach each scholar in his seat, pass conve-



niently to any part of the room, supervise the whole school, and conduct the readings and recitation of the several classes properly arranged.

Third. One or more rooms for recitation, apparatus, library, and other purposes.

#### LIGHT.

The arrangements for light should be such as to admit an abundance to every part of the room, and prevent the inconvenience and danger of any excess, glare, or reflection, or of cross-light. A dome, or sky-light, or windows set high, admit and distribute the light most steadily and equally, and with the least interruption from shadows. Light from the north is less variable, but imparts less of cheerfulness and warmth than from other directions. Windows should be inserted only on two sides of the room, at least three and a half or four feet from the floor, and should be higher and larger, and fewer in number, than is now common. There should be no windows directly back of the teacher, or on the side toward which the scholars face, unless the light is modified by curtains, or by ground glass. Every window should be suspended with weights, and furnished with blinds and curtains; and if in a much frequented street, the lower sash should be glazed with ground glass.

From the London People's Journal.

#### The Mechanic's Wife.

"Shall you be very late to night?" This question was asked in a soft, low voice, by a very pale, but very sweet young creature, as she parted from her husband in the street.

"I do not know that I shall," he replied somewhat coldly, as, replacing his cigar between his lips, he turned away. There was carelessness rather than unkindness in his manner, and she looked after him more in sorrow than reproach. Taking the hand of her little boy, she slowly bent her steps homeward, with that drooping of the head which bespeaks sadness of heart. It was a Saturday night; she had been marketing, and her little purchase was contained in a basket which hung upon her arm. On reaching home, the very uppermost floor of a house, in a poor but decent neighborhood, she roused the fire, seated Philip, her little son, beside it, gave him a piece of bread and butter for his supper, and began to busy herself in putting away the few necessities she had bought. By the time this was done, the drooping head of little Philip told her he was ready for his pillow. How tenderly was he taken to his lonely mother's lap! his pretty face washed—his bright hair brushed, and he arrayed in his snowy bed gown. Prest to her bosom, she warmed his little feet, her fond hand returning to them again and again from the fire, to which she every now and then held her open palm; then pressing the soft foot, she kissed it playfully, and provoked the laughter so sweet to a mother's ear. These were Philip's first charming lessons; thus were gentleness and love awakened in his infant spirit, by

his capable, but uninstructed, unassisted mother. How full of meaning was his smile! how full of animation! and, when kneeling in her lap, she joined his little hands, and bade him ask his Heavenly Father to bless his earthly parent, how sympathetically he caught the sweetly serious look—the calm and holy tone of his instructress! When his little prayer was said, he flung his arms about her neck, and, cheek to cheek, they murmured together the lulling song which concluded this little drama; for his eyes slowly closed, and the smile softly retreated from his face, and then he was gently consigned to his snug and snowy bed.

So far all was sweet; would it might be said all was calm; but the aching void in Susan's heart was not calmness, it was rather a craving for that mental and social aliment which is a necessity to every breast, and cannot long be healthily denied to any. The more energetic spirits seek such associations or stimulants as chance presents them; the gentler submit and suffer, often perish, in silence.

Susan put a little fuel softly on the fire, trimmed her candle, and sat down with the lonely woman's companion—her work-basket. A deep sigh stole from her bosom. Still the ceaseless needle was plied. Now and then she paused—it was to wipe away the tears that would gather on her lashes. She was just two-and-twenty, and had been four years married, during all which time, with the exception of a few weeks previous to their settlement in town, she had thus been left, night after night, in loneliness. Philip Morris, her husband, was an honest, industrious man, with a hundred good qualities; sober, and solicitous of securing to his family all the comforts his means afforded, he brought his weekly earnings, with a very small reservation for some trifling indulgences for himself, to his wife, and, with the utmost trust in her management and economy, left them to her disposal. But, while thus trusting and liberal, he seemed to consider that he acquitted himself of all that Susan might demand of him. While he sought improvement for himself, it never occurred to him that it was her equal right—would be to her an equal advantage. While he sought the interchange of thought with other minds, he never reflected on the utter privation of such communion he had entailed on her. He had taken her from the home of her father, a small farmer, where her mother, a painstaking woman, had brought up Susan, and several brothers and sisters, for their station, remarkably well. Her father's heart was one, everflowing with the milk of human kindness; and thus, aided by the cheerful spirits of their cherished children, a moral sunshine had ever lighted up that lowly home, and given it a thousand claims upon her love and memory. At moments, Susan would look back on the brief time that had been employed to woo her from it as a dream; the whispered words of love—the promises of devotion—of endeavors for her happiness—the mighty city

in which she was to dwell (which now appeared to her a maze of mud and stone, ill exchanged for the daisied fields, with their sweet breath and bright atmosphere)—had all tended to an undeniable disappointment; yet, in the innocent ignorance of her heart, she could scarcely have stated of what she had to complain. She loved her husband; she was proud of his superior abilities; and made no mean estimate of his moral character, undebased, in the slightest degree, by the gross vices which, secluded as was her life, she could not but perceive marked many around her, subjecting their wives to brutality and privation. Compared with such offences, she persuaded herself that Philip's neglect was a very light and venial fault, and blamed herself for feeling it so much. But Susan was one of those flowers of humanity that would have amply repaid cultivation, and that needed the sunshine of sympathetic kindness, the air of the social atmosphere, to keep them in health and life. Daily food was scarcely more necessary to her physical nature, than the interchange of thought and kindness was to her spiritual nature; all this her husband's habits, and the unsociable plans of life in England, especially in London, denied her. It is true, except morally, she was uncultivated, but she had talent and temperament that would soon have repaid a little kindly care. Too timid, too ignorant to plead her own cause, or urge her claims to him who had precluded appeal to all others, she uncomplainingly lived on, without change, without stimulus, or excitement; shut up within the four walls of her humble home, walking, unrelieved, the dull, unvarying round of her domestic duties, with her spirit full of capabilities unexplored and unexpanded. She grew nervous and hectic, her appetite and spirit failed, her frame wasted; while, quiet and unreplying, almost unconscious of her malady, or its cause, consumption was rapidly developed. She was deemed delicate; medical advice was sought, and medicine and care essayed, while none guessed the quick current of feeling that flowed beneath the quiet bearing of that subdued, decaying woman; it wore the channel through which it made its secret way, but seemed to brighten the spirit it was soon to extinguish.

Susan, after a time, felt that she was passing through the Valley of the Shadow of Death.—This conviction did not depress her energies—it awakened them. She had communed with her own meek heart, lifted it to her Maker, and remembered, with consolation, that it is said, "Those also serve him only stand and wait." She struggled on from day to day in the performance of her duties, amid many privations—the worst of all privation, that of all mental development and social cheer; yet had she a conscious account in her own heart, and her sincere and unassisted endeavor had no doubt a register amid the higher achievements of more favored minds. With the certainty that she was not long for this scene, she redoubled her exertions to put her little household

in order. She repaired and made clothes for her child, and, as she laid them away, embalmed them with her tears. In the same manner her needle toiled for her husband, and the saving which her frugality effected, were employed to purchase him sundry little comforts.

"This will keep *him* warm when I am cold," she thought; "he will little think that while he forgot me, for better company, 'tis true, my only happiness was to remember *him*, and that I shall scarcely be more solitary in the grave, to which I am going, than I have been in the home to which he brought me."

Sometimes a little ink bottle was taken from the mantle-shelf, and a sheet of paper from her little table drawer, and then, with effort, a few lines were traced, and the paper hidden carefully away, as if she had committed a crime. One night she had made more endeavors of this kind than usual, and the struggling, unassisted spirit of intelligence was burning in her bright hazel eye, and glowing on her beautiful cheek, when she was startled by an unusual noise. The paper was hurried into the drawer, the ink bottle restored to the shelf, and, taking the candle, she went out to the landing-place. She beheld her husband, assisted by two men, slowly ascending the stairs. He had met with an accident; had broken his arm—it had been set—he had fainted during the operation—and with the ghastly aspect incident to such circumstances, appeared before her.

This event prostrated Philip Morris for some time, during which Susan nursed him with unremitting care. It was long before he was able to return to work, but his employers were liberal and considerate, and did not forget, in his weakness, the man who had toiled for their advantage in his day of health and strength. But, though unable to pursue his manual labor, Philip Morris soon made an effort to get abroad in search of mental occupation and social enjoyment. He went to his club, to the Mechanic's Institute, to the coffee shops, where he could find the best selected books and the most newspapers. All this was well done; he nobly determined to rescue himself from becoming the mere machine of toil, the drudge for so much "trash as can be grasped thus." Alas! had he but thought of her whom he promised to love and cherish till death should part them—had he considered whether she had not a soul of equal value with his own, perhaps an intellect as capable of repaying culture—then had he been twice blest—blest in the act and its reaction. But, selfishly devoted to his own objects of pursuit, habituated to the wan looks of his quiet wifely, he failed to perceive that her cheek grew paler, and her voice weaker; not that he had been insensible or indifferent to her care and anxiety during his illness; but, with renovated health, he returned to his old habits, and, accustomed to receive sacrifices without making any, he sinned against gratitude and good feeling almost unconsciously. Gradually Susan found

herself unequal to even the daily walk with little Philip, or the effort of going up and down stairs, and then there was some talk of her returning home for a time, and trying the effects of her native air. She smiled feebly as this was spoken of, yet left it unattempted; she knew that she was going to a farther and better home, and often did she wish to say as much; but she was not eloquent of words, nor sufficiently strong in spirits, and after two or three fruitless attempts she desisted, and pursued, as far as she was able, the even tenor of her ways.

Philip Morris recovered his health, and was restored to work and full wages; again he talked of the country for Susan, and insisted on her trying a new doctor; he sought to tempt her appetite by such rarities as he could afford, but still he could not resign his own peculiar habits and enjoyments, and among the evils these entailed were late hours. One night he returned home, as usual, about midnight, when, on opening the room door, instead of the small, bright fire, the trimmed candle, and the pale, patient worker he was accustomed to behold, all was darkness and silence. He paused a moment—an indescribable sensation of cold crept over his frame; and fear, like a paralysis, invaded his heart; at length he exclaimed—"Susan! Susan, my dear!" There was no reply: he stepped further into the room; he repeated her name yet louder; all was still. He groped his way to the fire-place; on the mantle-shelf he found a box of lucifer matches—obtained a light, and lighted a candle. He now beheld Susan, with her hand resting on the table, seated in her usual place. He approached and took her hand—O heavens! its icy coldness. He flung himself on his knees on the floor, and looked up into her face; there was a sweet, placid smile upon the lips, for a forgiving, gentle spirit had passed from them, but the eyes were fixed and filmed. Susan was dead—had been dead some hours. The distracted man rushed down stairs, alarming all the inmates of the house as he passed. A medical man was soon present, and the chamber in which that young creature had almost lived and died alone, was thronged by a crowd, any one of whom, inspired by a better social system, would willingly have sustained her to a longer life, or cheered the brief time that had been allotted her. All were horror-struck, and one heart-struck; particularly when the child, awakened by the tumult, scrambled out of his little bed, and rushed for protection to his lifeless mother. Not even that voice, eloquent as it had ever been to her, could waken her again. The surgeon declared that her death had been sudden, and from natural causes, but that it was a case which demanded an inquest.

An inquest was held. Among the evidence was a singularly affecting memorial; it was the little journal which Susan had for some time kept, like the poor dungeon prisoner, who daily notches

a stick, that he may be able to number the monotonous days of his captivity. The angel of death had arrested her hand just as it had feebly traced the following words:

"It will not be long now—my child—my poor little Philip. He who calls away your mother will care for you. Philip Morris, my husband, my dear husband, I wish you were beside me now. You have been good, and kind, and generous, and I was not the wife you should have had. Be a kind father to our child when I am gone. You will—yes, surely you will, one day take another wife. Philip! that which you never gave to me, give to her—your society, your counsel. If she has been untaught, teach her—at least do not leave her to continual loneliness. You never knew it, and therefore cannot tell how sad the long, dull hours——"

As the reading of this little paper proceeded, Philip Morris struck his heart, as if he sought to crush it within his breast. That heart had not been fashioned for severity or unkindness; on the contrary, much that was mild and generous mingled in its formation, but the second nature, induced by habit, had incrustated his original feeling and faculties; he had grown up to regard women as the mere machines of domestic life, with neither necessity nor capability for higher things, and which to "spirits masculine" he deemed so essential, that he made much sacrifice to secure cultivation for himself. Too late conviction had dawned upon him, but it came accompanied by a contrition that attended him through the remainder of his life; and if at any moment he felt the promptings of self-concentrated satisfaction, which the self-taught and isolated man (unable to compare himself with the more gifted and more endowed) is apt to do, he thought of Susan and felt humbled; he thought of her, and looked around him with a desire to participate, not appropriate, the feast that has been furnished for all.

#### On the Preservation of Health.

Strange as it may seem, most men do not appear to be aware that to preserve their health is not only for their interest, but is their duty; as much their duty as to assist the needy and destitute. Suicide is universally considered a crime; we have no right to throw away the life which God has given us; but to throw away health is as truly criminal, though the crime may not be as great. A man with a frame enfeebled by his own folly or vice, is unable to do his duties as a member of society. Dissipation deserves punishment, because the dissipated man throws away the means which he naturally had of doing good; and beside this, he is pretty sure of transmitting disease to his children; and for that he surely deserves the heaviest rebuke that society can give. Were he *directly* to cause hundreds to suffer pain, merely that he might enjoy a vile



gratification, we should call him a monster; but what true difference is there between inflicting woe at this present moment, in order that he may enjoy pleasure, and enjoying pleasure with the knowledge that such enjoyment must necessarily cause pain in future? Now it is not merely the dissipated, the drunken, that are in this way cruel, and of course criminal; no, every man that prefers ease to exercise, that would rather be lazy and sick, than active and strong; every man—he temperate or not, religious or irreligious, honest or dishonest—every man that fails in that care, which Man must take, would he remain healthy, fails to do his duty. To preserve our health, if we have a good constitution, little is requisite save temperance and attention.

By temperance we do not mean the moderate use of—no, nor the entire abstinence from, spirit. A man has no more right to claim merit for abstaining from whisky or rum, than he has for abstaining from laudanum or castor oil; they are all of them poisonous for the well, and medicinal for the sick. The temperance we speak of as necessary, and in a degree meritorious, is temperance in the use of meat and fruit—ay, of cold water. A rum drinker, if he began unawares, deserves credit for breaking a bad habit; but not otherwise, for the use of rum is unnecessary; but the use of meat and bread is necessary; but we are continually tempted to be intemperate in this use, and this temptation we are as much bound to resist as any other. We are apt to think excessive eating is not as bad as excessive drinking, because its effects are less immediate. But they are as certain though more distant, and at any moment less perceptible.

*Meat*, especially, is injurious if used immoderately. Indeed it is of an intoxicating nature; strengthening but exciting. To the use of it we undoubtedly owe many of the worst diseases that are peculiar to civilized society. At any rate a great eater of animal food should take a great deal of exercise; it is fit for hard working men only, and totally unfit for children in the quantity usually given them. It produces heaviness, dullness, and often brutality. For winter food, when the frame is braced, and exercise pleasant, and warmth in the system necessary, it does better than for summer, when we are relaxed, indisposed to severe labor, and desirous of a cool and regular circulation. Animal food tends to increase the power of the muscles, but is not necessary to strength. The peasants in some parts of Switzerland feed on milk and vegetable food only, and are active, strong, and fearless. A change occasionally in the kind of food we use is beneficial; an animal fed for a long time on the most nutritive food that can be found will die. But never to eat more than is necessary for nourishment is, after all, of more importance than what you eat; if the stomach is not overloaded, it will digest almost anything. "Rise from table," says some one that had never known sickness, "rise from

table while yet hungry, and you need not fear indigestion." Temperance will do much for health, but not all. We must be cleanly; for the *person*, a short half hour a day may surely be spared, and will be enough; and for the *house*, here is time in every well ruled family to take care of that. Children should be washed daily. Proper clothing also has much to do with health. The skin is not merely a covering to defend you against blows and scratches; on the contrary, it is an organ having a distinct and definite object, like the eye, or ear; and it is as absurd to expect it to accomplish this object, if covered with dirt, or improperly clothed, as to expect the eye to see when covered or closed. Dress always warmly, and in winter depend for warmth rather upon your dress than the heat of your fire. The best dress is woolen; the next, cotton; the next, silk; and the poorest, linen. It is worthy of remark that the best materials for clothing are produced in the greatest abundance.

Another great point in the preservation of health is to have your house well ventilated. Air, pure and fresh air, is necessary to preserve life; we may go without food for days, we cannot go without air for three minutes and retain our consciousness. But air which has been even breathed is no longer pure; air which is offensive to the smell is not pure; the sense of smell was doubtless given to enable us to detect the presence of an injurious atmosphere at once. Those that live in cities, that are crowded into close rooms, that are in warm and confined situations, are almost sure to be ill. A house should be so built as always to allow a current of air to pass through every part of it, at least every day for an hour or two. If your room has but one window, build a chimney, and have an opening at the end of the chamber opposite the window, even though you never intend to build a fire there. Let your windows open as well at top as bottom, for the warmer and fouler atmosphere rises upward and will pass out above, while fresh air, which is heavier, comes in below. Never suffer plants to be in your room during the night; they absorb the vital air, and have been known to cause suffocation. Clothes, particularly bed clothes, should be thoroughly aired every day, and beds should not be made up early in the morning as is usual. If a room is close, build a fire in the fire-place, and open the windows; the air being warmed will ascend the chimney, and a draft be created.

#### Teaching and Learning.

The terms placed at the head of this article are reciprocal, but not convertible. They both denote the same relation; but each implies a distinct related object, and indicates the peculiar action of this object or person in its appropriate relation. *To teach* is one thing; *to learn* is another; and although related to the former act, is entirely distinct from it, and performed by a dif-

ferent agent. It is true, the verb, *to learn*, is often vulgarly used interchangeably with the correlative term, *to teach*; and this usage has sometimes been carelessly sanctioned by high literary authority. But it is time that this anomaly should be excluded as well from our colloquial as from our written language. *To teach*, is to communicate knowledge—to give instruction; *to learn*, is to acquire knowledge—to be instructed. The teacher gives; the learner receives. The teacher imparts; the learner acquires. The teacher (truly, without diminishing his acquired stock, which actually increases, in his own mind, while it is thus diffused into the minds of others) communicates what he has previously learned; and the learner makes what is thus communicated to him his own. The teacher, therefore, in the appropriate functions of his office, performs an act depending on his own will, over which no other mind has control; while the learner, by the exercise of mental powers equally his own, makes an acquisition corresponding with the strength of those powers, and the energy with which they are exercised.

Nor is this analysis of the relation between teacher and learner, or this proposed definite and precise use of the term *learn*, embarrassed by the fact that men are said to be self-taught. For, in cases in which this epithet is used with propriety, the learners make to themselves teachers. The very instruments and means by which they acquire knowledge, are their teachers. They hear the voice of Nature; they listen to the instructions of Revelation. They learn by observation and experience. The word and the works of God are their teachers; and, as truly as in any case, they sustain the subjective relation of pupils, recipients; putting forth their powers to reach the coming knowledge, and to mold and fashion it to their own capacities and habits of association; and thus making it their own, and preparing it for future use.

These critical remarks, however, are here introduced, not so much for the sake of grammatical accuracy, as for the purpose of establishing a general principle for the guidance of practical teachers, and the benefit and highest improvement of their pupils. For, as far as the term *to learn* is used to denote the act of him who communicates knowledge, it implies a state of passivity in him to whom the communication is made; and thus, as the necessity of active exertion, on his part, seems to be superseded, all voluntary effort is discouraged, and he becomes indolent and inactive of course. Indeed, the consequences of such an impression, it is naturally made by the careless use of this term (though that impression be but a floating opinion), must be everywhere, and on all minds, pernicious and unfavorable, if not fatal, to high attainments in literature and science. Such an impression on the public mind must lead to the adoption of injudicious expedients to promote the cause of general education—expedients which

may be of temporary apparent utility, but such as must ultimately depress the standard of learning, enervate the mental powers of the rising generation, make smatterers and socialists, and produce a race of superficial thinkers, instead of ripe scholars of vigorous intellects and high attainments. Such an impression, or rather sentiment, however indistinct, must produce in the mind of the pupil, indolence and stupid inaction—in that of the teacher, discouragement and a spirit of formality—in that of the parent, and even the friend and patron of learning, a disposition to complain and find fault with the most laborious and faithful teachers.

Let it never be forgotten, then, that the act of learning belongs to the pupil, and not to the teacher. Indeed, activity of mind is as requisite in the one as it is in the other, in order to secure the happy results of education, and especially of intellectual education. The pupil, as we said, must learn for himself. This is his own appropriate work—a work which must be performed by himself; it cannot be done by another. In order to acquire knowledge, he must put forth personal effort. He must seek if he would find; he must strive if he would ascend the hill and enter the temple of science. In other words, his mind must be in a recipient state—wakeful, active—putting forth its powers and pushing forward its susceptibilities, before he can participate in the benefits of the best instruction. Without this preparation in the pupil, and consequent reciprocal action with the teacher, all the labors of the latter will be lost. The knowledge imparted by the teacher will find no reception, certainly no permanent lodgment, in the sluggish mind of the pupil. Instruction, to constitute education, must be received as well as given, and so received as to exercise and discipline the faculties of the mind which it enters; so received as to be permanently held; so received and held as to become incorporated with the mental powers themselves and ready for appropriate use. It must, indeed, become the absolute property of the mind receiving it; and be retained by that mind, not as a thing of arbitrary association and memory merely, but must so interpenetrate this recipient mind, diffuse itself through it, and become assimilated to it, as substantially to constitute a part of the mind itself.

This doctrine of mental activity in the learner as here stated, if true, is obviously a highly important and practical doctrine; important to teacher and pupil, to parents, and the friends and patrons of education. Many practical lessons may be found in it, and many valuable inferences drawn from it, adapted to the circumstances of the age and the condition of our schools. The space allotted to this article, however, will not allow a full statement and particular illustration of them in this connection. It will, therefore, be closed with a few hints, thrown out without much

order, and designed principally for the consideration of professional teachers.

1. The teacher should devise means, and adopt expedients, to excite the curiosity and rouse the energies of his pupils.

2. He should then endeavor to fix their attention, and concentrate their awakened energies, on the prescribed subject of inquiry and instruction.

3. He should connect with his instructions, as far as possible, what is interesting and attractive; so that the associations, formed in the minds of his pupils, will leave them in love with the subject of investigation, and in proper time, bring them back to the pursuit with readiness and alacrity.

4. He should carefully prescribe for each scholar in his school a proper number of branches, to be pursued in a given time; so as not to distract attention by variety, nor weary and exhaust it by dull uniformity.

5. He should exclude from his illustrations, as far as practicable, everything calculated to divert the minds of his pupils from the principal subject of investigation.

6. He should be careful that awakened curiosity be not gratified too soon, by unnecessary and superabundant aid, leaving no motive and no opportunity for effort, on the part of his pupils; nor, on the other hand, be suffered to evaporate, and end in despair, for the want of timely and necessary aid, to enable them to overcome appalling difficulties. With this view, he should intermingle with text-book instruction a due proportion of familiar lecturing; enough of the one with the other to guard against the pernicious effects of excess in either.

7. He should prepare, select, or adapt his text-books, with a due regard to the capacities of his pupils, and with reference to the development and exercise of their various powers of mind, as well as to the immediate acquisition of knowledge. If text books are too plain and simple, they will either enervate or disgust; if too concise, abstruse, and deficient in illustration, they will vex and discourage; and in both cases produce mental inaction. The pupil must be made to work; but he must work voluntarily, cheerfully, with hope. Aided too much, his energies remain dormant; too little, they are soon exhausted, and he sinks into a state of despair; and thus both excess and deficiency produce the same pernicious result.

8. The teacher, in all his plans of government and instruction, should keep in view the principal business assigned him. This, according to the doctrine of this communication, and as far as intellectual education is involved, is to rouse the curiosity of his pupils, and keep it awake; to furnish, in a sufficient quantity, wholesome food for their minds, and suitable materials for the active, vigorous employment of all their mental powers.

Other hints might be given, and these more

amply illustrated. But enough for the present. —*Massachusetts Teacher.*

#### Death of a Beggar.

A poor distressed female, who had been for sometime a beggar, fell dead at a house on Main street, above the Canal, yesterday morning. Her name was Sarah Finlas. — *Commercial.*

Thus, "unpitied and unsung," died the poor forsaken beggar. It was indeed a melancholy end, thus to die! No kind friend was there to wipe the clammy sweat from the brow of the dying one;—no fond, loving parent, brother, sister or child, to shed a tear over the forsaken—no heaven-sent minister, to whisper hope and consolation to the departing spirit.

What a history the life of that wretched mendicant could reveal! What a fall must have been her's, from the sunny, hopeful hours of youth to the wretchedness of her latter days. We doubt not the bosom of poor Sarah Finlas once heaved with thoughts as pure, and hopes as high, as ever swelled the human heart! She was once a sportive, innocent child, and perhaps the idol of loving parents. What sad misfortune caused her fall, we are left to imagine. Perhaps "the pangs of the despised love" were her's; perhaps slander with its poisonous tongue tainted her fair fame, and filled her with reckless despair; perhaps the heavy hand of misfortune robbed her of her all, and forced her to the wandering, degraded life of a beggar. What struggles she may have had in endeavoring to resist temptation—what heroism she may have displayed

"In the world's broad field of battle,"

is lost in the obscurity of her history. But she is gone—the sorrows and heart-burnings of the poor mendicant have ceased forever on earth. May she rest in peace. — *Cincinnati Chronicle.*

#### Early Rising.

Late rising is not the habit of the very highest classes, for royalty itself sets, the contrary example; and we have met, before now, princes taking their ride before breakfast, at 6 o'clock. The present King of Hanover we have repeatedly seen out at that time. We have known Lord Brongham, when Chancellor, make appointments on matters of business at his private residence for 8 o'clock in the morning; his own time of rising being 4 in summer, and half-past 6 in the winter. Supposing a man rises at 6, instead of 8, every morning of his life, he will save, in the course of forty years, 29,000 hours, which is a great accession of available time for study or business dispatch; being in fact a gaining of three years, four months, two weeks and six days. To any person of foresight, calculation and inquiry, this fact will prove a sufficient temptation to practice the healthy and useful art of early rising. — *Chalmers's Journal.*



### Peculiarities of the English Language.

The following, which we take from an English paper, will give the reader some idea of the difficulties and irregularities of our native tongue :

*E* is one of the privileged types: if you place it behind a *stag*, you convert it into a *stage*; by a similar process a *ton* becomes a *tone*, and a *star* is made a *stare*, and a *rag* is put into a *rage*. *W* is a curious personage, too, and retains some singular privileges: if he meets an *omen*, he converts it into *women*; he makes *so* into a *sow*; and a *hat* into *what*! Some letters have personal animosities, and scorn to mix in certain societies; even the humble word *lumber* has a type of this kind in it: add a *p* to it, and the *b* will turn up its nose and be gone. Then there are others which have a sort of alchemist faculty—they elevate and translate whatever they touch. *N* is one of these: throw it at your *ma*, and she is instantly a *man*; and by adding it to your *crows*, you may have as many *crowns*. What a clever type is *Y*! it makes *to* into *toy*, *man* into *many*, and shows that the household plague, *Mar*, is nothing more than the servant, *Mary*. *C* is the veritable harlequin of the alphabet. It usurps the position of *k* in *October*, of *s* in *December*, *tsk* in *March*—in fact, it will assume any thing: it turns *lose* into *close*, and transforms a *lover* into *clover*. Then *S*—the wicked rogue!—converts a laborer's *hoe* into a *shoe*; turns *how* into *show*, and changes *having* an audience into *shaving* an audience. These examples, which might be indefinitely multiplied, are mostly instructive. It will be noticed that the impinging of one of these letters upon the words already complete, does not only add a new element to the pronunciation, but also alters the sound of the other letters! Not only have our single types no moral sound invariably attached to them; combinations of two, three, or more letters are equally eccentric—as, for instance, *ear*, *earth*, *pear*, *heart*; now, *know*, *knowledge*; *ague*, *plague*; *woman*, *women*; *mould*, *would*; *love*, *move*, *drove*; and so forth. Our alphabet is altogether defective. We have five vowel signs in it; in the language we have thirteen vowels requiring typical exponents, and even these are made bad use of. If a language were especially created to daunt the student by its difficulty, and to prevent ordinary men from using it on account of its complexity, it could scarcely be contrived to answer these ends with more fatal effect than English does.

### Gravitation of the Electric Fluid.

Mr. Lake, of the Royal Laboratory, Portsmouth, England, has communicated to the *Lancet* the results of a singular experiment, which appears to show that the electric agent is really fluid; and that when collected so as not to exert its powers of attraction and repulsion, it obeys the laws of gravitation like carbonic acid and other gasses. The electric fluid was received in a

Leyden jar insulated on a glass plate. At the lower part of the jar was a crack in the side, of a star-like form, and from around this the metallic coating was removed. On charging the jar, it was observed that the electric fluid soon began to flow out in a stream from the lower opening; and on continuing the working of the machine, it flowed over the lip of the jar, descending in a faint luminous conical stream (visible only in the dark), until it reached the level of the outside coating, over which it became gradually diffused, forming, as it were, a frill or collar. When the jar was a little inclined on one side, there was a perceptible difference in the time of its escape over the higher and lower part of the lip, from the latter of which it began to flow first. On discontinuing the working of the machine, the fluid first ceased to flow at the lip of the jar, and then on the lower aperture. On renewing the operation, it first re-appeared at the lower aperture, and afterwards at the mouth. This very ingenious experiment appears to establish the fact, that the electric fluid is material, and is influenced, under certain circumstances, by the laws of gravitation. Mr. Lake proposes for it the name of pyrogen, but this is inconvenient, because it is already applied to certain chemical products.

### Days without Nights and Nights without Days.

Dr. Baird, in a recent lecture at Hartford, Conn., gave some interesting facts. There is nothing that strikes a stranger more forcibly, if he visits Sweden at the season of the year when the days are the longest, than the absence of night. The sun in June goes down at Stockholm a little before ten o'clock. There is a great illumination all night as the sun passes round the North Pole, and the refraction of its rays is such that you can see to read at midnight. Dr. Baird read a letter in the forest near Stockholm, at midnight, without artificial light. There is a mountain at the head of the Gulf of Bothnia, where on the 21st of June, the sun does not go down at all. Travelers go up there to see it. A steamboat goes up from Stockholm for the purpose of carrying those who are curious to witness the phenomenon. It only occurs one night. The sun goes down to the horizon, you can see the whole face of it, and in five minutes it begins to rise.

At the North Cape, lat. 72 degrees, the sun does not go down for several weeks. In June it would be about 25 degrees above the horizon at midnight. The way the people there know it is midnight, they see the sun rise. The changes in those high latitudes from summer to winter are so great, that we can have no conception of them at all. In the winter time the sun disappears, and is not seen for six weeks. Then it comes and shows its face. Afterward it remains for ten, fifteen, or twenty minutes, and then descends, and finally it does not set at all, but makes almost a circle around the heavens.

### Precocity of Intellect.

Most people suppose, that because a child develops more than ordinary talent, when a child; or if they are a little dull, and hard to learn, that their destiny is fixed. The following apt remarks on this point, are from a celebrated writer:—"Having watched the growth of the young mind a good deal, I am less and less in love with precocity, which, indeed, is often a mere manifestation of disease—the disease of a very fine, but very weak, nervous organization. Your young Rosciuses, and all your wonders of that kind, generally end in the feeblest of common place. There is no law, however, precise and absolute in the matter. The difference of age at which men attain maturity of intellect, and even of imagination, is very striking. The tumultuous heat of youth has given birth to many of the noblest things in music, painting, and poetry; but no less fine productions have sprung from the ripeness of years. Chatterton wrote all his beautiful things, exhausted all hopes of life, and saw nothing better than death, at the early age of eighteen. Burns and Byron died at the early age of thirty-seven years, and I think the strength of their genius was over. Raphael, after filling the world with Divine beauty, perished also at thirty-seven; Mozart, earlier. These might have produced still greater works. On the other hand, Handel was forty-eight before he "gave the world any assurance of a man." Dryden came up to London, from the provinces, dressed in Norwich druggot, somewhat above the age of thirty, and did not even know he could write a line of poetry. Yet what towering vigor, and swinging ease, all at once, in "Glorious John!" Milton had indeed written his *Comus* at twenty-six; but blind, and "fallen on evil days and evil tongues," he was upward of fifty when he began his great work. Cowper knew not his own might till he was beyond thirty, and his last was not written till near his fiftieth year. Sir Walter Scott was upward of thirty before he wrote his *Minstrelsy*; and all his greatness was yet to come.

**THE RULING PASSION.**—We scarcely know of a more touching incident, of "the ruling passion strong in death," than in the last words of a schoolmaster, who had gone in and out before successive little schools in the same place for upwards of thirty years. When the film of death was gathering over his eyes, which were soon to open in the presence of Him who took little children in his arms and blessed them, he said: "It is getting dark—the boys may go out—school's dismissed!"

There is a word of meaning in the following from an old scrap:

If thou wishest to be wise,  
Keep these words before thine eyes—  
What thou speakest, and how, beware,  
Of whom, to whom, when, and where.

## THE SCHOOL FRIEND.

CINCINNATI, JUNE 1, 1848.

## To Correspondents.

We have received several solutions to the question of Daniel Rife. One of these will be published, and the others acknowledged, in our next number.

We have several communications on hand, some of which are long, which we have not yet had sufficient leisure to examine. These, with various other matters claiming our notice, shall be attended to in due season.

We endeavored to comply with the request of our friend, in Sandusky, but owing to the press of matter, we are obliged to omit an article on "Grammatical Difficulties," until the next number.

☐ We have delayed the publication of our paper for a few days, in order to be able to give a report of the proceedings of the Convention at Dayton. It will be found in another column, and will doubtless possess much interest for our readers. Somewhat over one hundred teachers, representing various quarters of the state, were in attendance.

## Monroe County Teachers' Association, Miss.

Just as our paper is going to press, we have received the official account of the proceedings of a convention of teachers in Aberdeen, Mississippi, for the formation of a county teachers' association. We have not space to give the proceedings in full. After an able address on the subject of education, a constitution was adopted. Officers for the ensuing year were then elected, and after appointing committees to report at the next regular meeting of the association, on various subjects connected with educational matters, and the transaction of other business, the association adjourned.

Among the brightest signs of the times are these teachers' associations and institutes. If we would have progress, we must have concert of action. We are glad to hear this voice from Mississippi.

## Schools and Teachers.

We have a few words to say which we will introduce to our readers, by presenting them with the following advertisement:—

"SITUATION WANTED.—A gentleman of considerable experience in teaching, and a graduate of one of the first Eastern colleges, wishes for a permanent situation with a fixed salary. A line addressed to the Editor of this paper (post paid) will lead to a correspondence with him."

Since the publication of this paper commenced, we have had, at different times, applications both from teachers desiring situations, and from directors and trustees of schools, for suitable teachers; and, in several instances, we have been instrumental in serving both classes. We have recently had several applications from teachers requesting information as to suitable schools. One of these we have given above. This has led us to propose the following

## PLAN FOR MAKING TEACHERS AND THOSE DESIRING THEIR SERVICES ACQUAINTED WITH EACH OTHER.

We will open a book, in which we will register the names and address of such teachers as may desire, through us, to become acquainted with vacant schools, or to obtain situations. We will likewise keep a register of vacant schools and academies, so far as they may be made known to us by the proper authorities.

Our object will be simply to give the respective parties an opportunity of becoming acquainted with each other. We will not, in any case, undertake to do more

than this, leaving the respective parties to make their own statements to each other, so that teachers can furnish trustees, directors, &c., with their credentials.

Teachers in addressing us, should state what their qualifications are, what amount of experience they have had, &c. Trustees and school directors should state what qualifications are necessary for the teacher to possess; what the salary will probably be, how paid, &c.; so that we may avoid placing parties in correspondence with each other, when no advantage would probably result to either. Our object in this matter is to promote the interests of education, by assisting to furnish schools with suitable teachers, and teachers out of employment with such places as they may be qualified to fill.

Our services will be entirely gratuitous. We only ask that all letters on the subject shall be *post paid*; indeed without this they will not receive any attention. Letters on this subject may be addressed "Publishers of the School Friend, Cincinnati."

## Ray's Algebra — Part First.

DESIGNED FOR COMMON SCHOOLS AND ACADEMIES.

(IN PRESS.)

This is an elementary work, commencing with the first principles, and embracing as much of the science as is usually taught in common schools and academies.—The first sixteen pages embrace a course of intellectual exercises, introducing the pupil by an easy and gradual process to some knowledge of the nature of algebra, and its application to the solution of such questions as can be readily performed mentally.

The remainder of the work contains a regular elementary treatise on algebra, commencing with the definitions, and embracing equations of the second degree, with all the intermediate subjects usually contained in other elementary works.

Throughout the work especial pains have been taken to present the subject in the most clear and simple manner, so that while the pupil is made to acquire a thorough knowledge of each subject, he will approach it by such a series of graduated exercises that he encounters but little difficulty in the successive steps. In this respect the author has endeavored to follow the course carried out in his series of arithmetics.

A leading object has been to furnish a simple, and at the same time, scientific, treatise on the elements of algebra, one which should combine the clear, explanatory methods of the French mathematicians, with the practical exercises of the English and German; thus furnishing to the pupil the means of understanding the nature of the subject—the *why* and the *wherefore* of the various operations; with such a copious and well digested series of exercises, that the pupil can scarcely fail to acquire a practical as well as a theoretical knowledge of the subject.

Another object has been to make the pupil feel, while he is pursuing the subject, that he is not operating on unmeaning symbols by means of arbitrary rules. At almost every step he is furnished with the means of testing the accuracy of the principles on which the rules are founded, and also of the results which they produce. He is thus made to feel a confidence both in himself and in the science which he is studying, that is in a high degree both encouraging and satisfactory.

This work is now in press, and will be published some time during the ensuing month.

## New Educational Papers.

We have recently received several papers either chiefly or wholly devoted to education; at present our limits do not permit us to do more than give their titles, &c.:

MONTHLY EDUCATOR, devoted to Education, Arts and Sciences, and General Literature; published by Parsons E. Day. Rochester, New York.

HALSTED'S JOURNAL, devoted to Physiology, Exercise, Health, Education, and Moral Development; published monthly, by H. Halsted, Rochester, New York.

THE SCHOOL JOURNAL and VERMONT AGRICULTURIST, published monthly at Windsor, Vermont.

MAINE COMMON SCHOOL ADVOCATE, published monthly at Belfast, Maine.

We have placed each of the above on our exchange list, and may have occasion to speak of them hereafter. The number of periodicals devoted to the cause of education, published in the United States, is, so far as we have the means of knowing, far greater than in all the world besides. This speaks highly in favor of the taste and aspirations of the citizens of the United States as compared with other nations. We trust that the mental and moral improvement of the rising generation will be, in some measure, commensurate with the efforts that are now devoted to it.

## Queries Relative to Schools.

BY SILAS BARTHOLOMEW.

1st. Can School Directors employ a teacher and pay partly in public funds and partly by a tax on the scholars sent to school, without first presenting a paper to the householders for subscription?

2d. Can directors enforce a rule that certain books shall be used in school to the exclusion of all others?

3d. Are directors bound to use all the public funds in one continued school?

The first question we answer by quoting the School Law of Ohio.

"50, Sec. VII. That whenever the public school funds are insufficient to support the schools as long as the directors desire to have the same taught in any one year, the residue thereof, if not raised by voluntary subscription, shall be paid by those sending scholars to such school, in proportion to the number of scholars respectively sent to such school, and the time they attend the same. And it shall be the duty of the teacher to keep an accurate account of the number of scholars in attendance, as prescribed by the eleventh section of the law to which this is an amendment, with the names of the parent or guardian of each scholar; and such account kept in a book for that purpose, when sworn to by the teacher, shall be *prima facie* evidence of such attendance; and the book in which such account shall be kept, shall be retained by the clerk of the district as the property thereof. And if the accounts charged to the several individuals, are not paid voluntarily, the treasurer of such district shall collect, or cause to be collected, the several sums charged to the several individuals, as herein provided, in the same way that other district tax is collected, and shall receive the same compensation therefor; provided, that no youth shall, on any pretense, be refused admittance into the district schools within their proper districts, on account of their own or parent's inability to pay their portion of such tuition fee; but all sent shall be admitted into such schools without charge, so long as any portion of the public money is expending therein."

The second question is not answered directly by the school law of Ohio; yet the following from 8th Section IX, leaves no doubt in our mind that directors have such power.

"They shall establish a sufficient number of schools, and employ one or more teachers, either male or female; establish such rules and regulations, from time to time, as they may think proper for the government of the schools. \* \* \* May determine the studies to be pursued in each school," &c.

The third question is definitely answered by another part of the section last quoted.

"Said directors shall determine *how* and *when* the



funds shall be expended, and may apportion the same to such parts of the year as the convenience of the district may require."

To the question concerning the method of preserving birds, reptiles, &c., in a state of torpidity, said to have been invented by a Swede, we have no reply to make; it is not in our line. We suppose, however, that the whole affair was a hoax.

#### Answer to the "Business Question,"

Relative to the interest on a note, published in the School Friend, No. 7, Vol. 2.

The correct answer to this question, by the "New York and Massachusetts rule," or, as it is otherwise termed, "Chancellor Kent's rule for calculating interest on notes where there are indorsements," is \$5.14. This is the result obtained by Professor Charles E. Matthews, J. C. R., of Indiana, Uriah C. Rutter, and G. G. Ide.

We have also recently ascertained that the higher courts of this state have, in their decisions, adopted Chancellor Kent's rule; hence, though not established by direct legislation, it is virtually a law of the state. All the calculations by the Vermont, or common rule, make the note overpaid; that is, they bring the lender in debt to the borrower. Mr. Henry, P. M., of Alabama, sent us a calculation, which he says is by a rule of his own, (probably the common rule), which makes the note overpaid \$16.11. Either of the parties interested in the note, can have a copy of the calculation by writing to the "School Friend." We did not deem the mere calculation a matter of sufficient interest to our readers to occupy a page of our paper in publishing it.

#### ECLECTIC SERIES.

McGuffey's Reading and Spelling Course, and Ray's Arithmetics.

#### NO. II.

McGUFFEY'S NEW ECLECTIC SPELLING BOOK.

For the greatest improvement in this branch of philology, the public has been in time past indebted to Dr. Webster. His Spelling Book, first published about the year 1784, was found to be a decided advance upon Dilworth, and other English works, the only ones then in use. Great, however, as was this improvement upon previous modes of teaching this branch, it was not to be supposed that it was the last and expiring effort of genius and industry. Without detracting from its merits, it must be allowed that a work, now more than sixty years old, may not be exactly adapted to the wants and peculiarities of the present generation of learners. The day of this work has gone by; it is totally unadapted to the present state of learning, and its use is now confined to those whose ideas have not kept pace with modern improvement, or in whose opinion the value of an education consists solely in its cheapness.

The object of a Spelling Book is, to teach the proper method of spelling and pronouncing words. That system by which these can be learned most thoroughly and most correctly is, of course, the best. One of the most essential qualities of any plan is simplicity. The classification should be such as to assist in retaining the orthography, and ascertaining and remembering the pronunciation of words. This system of classification is one important feature in McGuffey's Eclectic Spelling Book. It is well known to every teacher that one of the greatest faults, in those Spelling Books mostly in use, is their deficiency in guiding the scholar to a correct pronunciation. Let any teacher call upon his classes in spelling, to read the lesson to him, word by word, before they have received any instruction with regard to the pronunciation, and he will be astonished to find how oddly

and how incorrectly they will pronounce. The wrong pronunciation is in the mind of the scholar while he is studying the lesson, and it is this which will be remembered, however correctly the teacher may pronounce. The teacher will often find, in calling upon a pupil to spell a word, that he knows nothing about it with its correct pronunciation, though he has been studying it perhaps for some time, under a false name. It will be recollected also, that the impressions of children never die. It is harder for a person to unlearn a false pronunciation, than to learn a thousand new words. One who has acquired the habit of saying *nater* and *anngel* in his childhood, will, in ninety-nine cases out of a hundred, carry his fault with him to the grave.

This evil has been guarded against, in McGuffey's Eclectic Spelling Book, by a classification peculiarly adapted to this purpose. One of its most important peculiarities is, that while all other objects of classification are fully secured, accuracy of pronunciation is made so prominent an object in the plan, that it is believed to be impossible for a pupil of ordinary capacity, with any attention, to mistake in a single word. This is accomplished by a system of marks, simple and few in number, and by placing together in groups of from eight to ten each, words of similar pronunciation, so that each word becomes a guide to several others. In many works, as in Cobb's, for instance, the classification is based chiefly or wholly upon the spelling, and frequently upon the spelling of unaccented syllables. For example, words ending in *er*, unaccented, are put together in one lesson, and those ending in *or* in another, and so on. This, it is true, renders it very easy for pupils to recite, for having discovered that all the words in the lesson end in *er*, for example, all they have to do is to close the book and say *er* to the end of the lesson. But let any one ask such a pupil, five minutes afterward, to spell one of these words, and he cannot tell him whether it is *or* or *er*, because he knows not in which of these lists it was included. This plan increases facility where this very facility is injurious. The scholar must study, or he cannot learn anything valuable. The letters which form a word are on the page before his eyes, and if by proper guides the pronunciation can be made equally plain, he then knows the proper objects of study, and can learn both the spelling and pronunciation together. The chief basis of classification should be the pronunciation of the accented syllable.

In McGuffey's Eclectic Spelling Book (except in a very few lessons, which, for variety and practice, are designedly made more than usually difficult), words having the same sound of the same vowel, are classed together. The following will serve as a specimen:

1	1	2	2
ate	bo' ny	a mid'	ba' co ny
date	co ny	be gin	bar o ny
hate	go ry	de sist	cav i ty
fate	do zy	ac quit	fac ul ty
&c.	&c.	&c.	&c.

For a specimen of the more common and objectionable method of classification, take the following from Sanders' Spelling Book:

1	1	1
bi' as	re trace'	pla ti' na
bo ny	re vive	po ma tum
bu bo	sa line	pri me val
ca di	sa lute	pro fa ner
&c.	&c.	&c.

or these, from Cobb's New Spelling Book:

1	1	1
stu' dent	ra' di ate	in' so lent
si lent	me di ate	tur bu lent
la tent, &c.	mu ti late, &c.	&c.

The difference of the two plans is perceived at once. In that adopted in McGuffey's Eclectic Spelling Book, similar sounds are grouped together, and thus, are really

a guide to each other. While in Sanders and Cobb, the only point of similarity, as to pronunciation, is, that they can be classed under the same figure, although that figure, even here, denotes four different sounds. In the examples as above, from the last two authors, we have as many different vowel sounds, under the accent, as there are words. Of what use is such classification? Is it classification at all?

While upon this subject, we will refer to another advantage, arising from the peculiar classification in McGuffey's Eclectic Spelling Book. It presents to the eye, short, symmetrical, neatly arranged lessons. Very few lessons occupy more than half a page. By its typographical execution it not only includes many words in a small space, but presents a clear, neat, handsome page to the eye. There is, on this point, a great and real fault in school books. In Sanders' Speller, for instance, there are, in some lessons, three, four, and five hundred words, standing in solid column, page after page, with nothing to relieve the eye or the mind. It is not correct philosophy, to make any thing difficult, or even to appear difficult to children. On the contrary, they ought to be encouraged and attracted, in every possible way. There is still a greater objection to the arrangement in Cobb's Spelling Book. Its pages present a perfect medley of words and figures, apparently thrown together, without thought or care where they might fall. The author's plan, however, renders this necessary, but we think such a plan decidedly faulty. The eyes that may be ruined, the patience that may be exhausted, and the industry that must be lost, worse than lost, should surely plead successfully, with parents and teachers, for deliverance from this artificial purgatory.

We must defer until our next number the notice of some of the other leading features of this work.

For the School Friend.

Ohio State Teachers' Association.

DAYTON, June 1, 1848.

The State Teachers' Association met at 10 o'clock, A. M., pursuant to previous notice. The Hon. S. Gallowsay, President, being absent, Dr. Lord, Vice President, took the chair. The meeting was then called to order, and opened by prayer, by the Rev. Mr. Anderson.

Mr. Rogers, of Dayton, was appointed Secretary pro tem. The proceedings of the previous meeting, held at Akron, were then read by M. F. Cowdery. A motion was then made that a committee be appointed to receive the credentials of delegates from other associations, and the names of those wishing to become members of the State Association.

On motion, Mr. Cowdery read the proceedings of the Executive committee, and briefly stated the object of forming the Association. That its primary object is to devise means or plans for more successfully educating the youth of our land, than has heretofore been done. He then showed what the influence of universal education would be upon youth, and its consequent effect upon society; and that we must educate the masses of the people, if we wish to perpetuate the admirable equality which generally exists throughout all classes in our country. Teachers must take a prominent part in this movement; and upon them, also, depends, in a great degree, the prosperity of the common schools of our state. It is absolutely necessary, then, that teachers first should be thoroughly educated—and this is one of the objects in forming this Association. He then spoke of the manner of accomplishing these desirable results, by means of School Libraries, frequent meeting of teachers for mutual improvement, Normal Schools, &c., &c.

The next business in order was to hear reports from committees appointed to prepare addresses on different topics; whereupon, Mr. Stephens, of Dayton, Chairman

of the committee on Examinations, presented a very able and interesting document on that subject.

Mr. Williams, of Dayton, moved that the report be made one of the topics of discussion for the afternoon, which was carried.

A motion was then made for adjournment until half past two o'clock, and carried.

2½ o'clock, P. M.

Convention met pursuant to adjournment.

C. F. Williams of Springfield, was called to the chair, and announced the subject of Teachers' Institutes as the first business in order.

Mr. Hurty of Mansfield, then took the floor on the following resolution:

*Resolved*, That Teachers' Institutes are well calculated to improve the qualifications of teachers, to awaken an interest in the subject of popular education in our state, among teachers and people, and to remedy the evils now existing in our schools.

The speaker made some very practical remarks on the subject; showing that in all mechanical pursuits an apprenticeship is necessary to prepare an individual for it, but that in the teacher's profession, until within the last few years, no special effort has been made, or apprenticeship served, as it were, to prepare them to go into their schools and impart knowledge successfully, and in such a way as to develop fully the energies of the youth of our land. He clearly showed the benefit resulting to teachers from these institutes, and that those states in which they have been held most, are now far in advance of others, as far as education is concerned. They produce uniformity in the method of teaching; the improvements which the genius of one teacher may suggest, then become the possession of all, and are thence disseminated throughout the country, and their benefits extended to thousands. He next showed that institutes exert a powerful influence upon the people, as well as teachers, by arousing their ambition and so enlisting their feelings that they unite with the teachers in their efforts to advance the cause of education; and as proof of this, remarked, that wherever institutes have been held, the people are beginning to build better school houses, furnish apparatus, and procure teachers fully qualified to discharge their duties to their patrons and to themselves.

Mr. Cowdery then made some remarks concerning institutes, which have been held in this state, and others which they intend to hold, if possible, in every county of the state.

Mr. Williams, of Dayton, then spoke concerning the Association formed in Cincinnati, in 1829, and of its effects upon teachers and the state generally, until the formation of the college of Teachers. He remarked that some people then were, and even now are, afraid that the effect of Teachers' Institutes will be to produce a mechanical system of teaching in our schools—that is, a dull system of mere formalities without any soul in it, which could never arouse or develop the dormant abilities of the pupils; but as for his part, he had no fear of any such consequences.

Mr. H. H. Barney, of Cincinnati, showed that the doubts of some, concerning Institutes, were founded in ignorance of them. And as a result of the institutes now held in Cincinnati, the old stereotyped methods of imparting a knowledge of the different sciences has disappeared from their schools, and the pupils are improving, both practically and rapidly, thus actually saving time and preparing them sooner and more successfully for the business affairs of life.

The resolution was then unanimously carried.

On motion of Mr. Hurty—

*Resolved*, That as members of the State Teachers' Association, we will use our influence to have Teachers' Institutes held in every county of the state.

The report of Mr. Stephens was then taken up.

Mr. H. H. Barney then moved that the report be adopted as the sentiments of the Association; whereupon, an interesting discussion sprang up; and it was finally adopted with the following amendment:

*Resolved*, That examinations should be oral, or by printed questions, or both; and that those who examine should be either School Examiners, Teachers, Directors, or Committees appointed by them.

A motion was then made that Mr. Stowel be invited to prepare several pieces of music for the purpose of giving variety to the exercises of the following day.

The Convention then closed by prayer, and adjourned to meet at early candle-light.

8½ o'clock, P. M.

The Convention met according to adjournment, and listened to a very instructive and entertaining address, from H. H. Barney of Cincinnati.

After the address, motion was made for adjournment, and carried.

Friday morning, 8½ o'clock.

Mr. McWilliams in the chair, called the house to order, and the meeting was opened with prayer by the Rev. Mr. Rickly, of Columbus.

The first business in order was to hear reports from different Associations and counties in the state. The counties were then called, one by one, and reports, which are rather lengthy to give, were made of some sixteen counties. They showed that, although much has not yet been done in some of them, yet there is a general waking up on the subject throughout the state; and that we may soon look for more cheering returns from every quarter.

After hearing the reports, the business was suspended for a few minutes, and the audience entertained by a piece of music, from Mr. Stowel, which seemed to inspire the convention with new life, after which business was resumed again.

Dr. Lord, of Columbus, then made a lengthy report, on the subject of Physiology, and the Laws of Health, after which the meeting adjourned until 2 o'clock.

The convention opened again at 2 o'clock, P. M. when a motion was made and carried to adopt the report of Dr. Lord.

Mr. Cowdery, as chairman of the Executive Committee, then made some remarks on holding Teachers' Institutes in different counties of the state, the expense of the same, and in which counties they shall be held first, which will be determined by the time of receiving the request from the counties. He then spoke concerning the Normal School to commence the 14th day of this month, at Norwalk, and the objects intended to be accomplished by it, and the reasons for locating it there. And gave notice to the meeting of the conventions to be held the following summer in New York and Detroit.

Mr. Hurty then moved that four delegates be appointed from this association to attend the convention to be held at Auburn, N. Y., on the first Wednesday of August next, which was carried. H. H. Barney, Dr. A. D. Lord, C. F. McWilliams, of Clark co., and M. Hurty, of Mansfield, were appointed as delegates. The Rev. Mr. Rickly then moved that thirteen delegates be appointed to attend the North-western Convention, to be held at Detroit, in August next, which was carried. M. F. Cowdery, E. E. Barney, M. G. Williams, M. J. Hall, of Norwalk, A. H. Bailey, of Ashtabula, L. G. Parker, of Urbana, James E. Evers, of Tiffin, Mr. Robins, of Springfield, Dr. Bowen, of Stark Co., M. D. Leggett, of Akron, E. B. Perkins of Marietta, Dr. Lord, of Columbus, and C. F. McWilliams, of Springfield, were appointed delegates.

A motion was then made and carried, that the delegates be allowed to select substitutes for each of the conventions, in case they cannot attend themselves.

On motion of Mr. Williams—

*Resolved*, That the next meeting of this Association shall be held at Columbus, between the 25th and

31st days of December next, which was carried.

A report on the practicability of teaching Linear Drawing in schools, from the pen of J. B. Howard, chairman of the committee on that subject, was then read.

Mr. McWilliams and Dr. Lord made some valuable remarks on the same, and, on motion, the report was adopted.

Mr. E. E. Barney, of Dayton, then presented the following resolutions, which, after considerable debate, were finally adopted.

1st. *Resolved*, That a well educated and efficient system of Common Schools, is the basis on which rests the permanency of our government, and the center around which clusters the only hope of the patriot, philanthropist, and christian, for the perpetuity of our civil and religious liberty.

2d. *Resolved*, That to give life and efficiency to any Common School system, however well directed, imperiously demands the erection of the office of State Superintendent of Common Schools, with a salary sufficiently liberal to command the best talent in the country.

3d. *Resolved*, That it is the imperative duty, and the highest interest of the state, to make the most ample provision for the education of Common School teachers, and that this can be best accomplished by the establishment of Normal Schools.

A report on the subject of Civil Polity was then made, by Mr. Hurty, and adopted.

The following resolution was then presented by the Rev. Mr. Rickly and adopted:

*Resolved*, That the secretaries of the different county educational societies be respectfully requested to report, at least once per annum, to the State Teachers' Association, the condition of the schools in their respective counties.

These reports should include among others the following items:

1. The number of teachers, male and female in the county.
2. The number of schools and the time they were opened.
3. The probable number of scholars attending them.
4. The different grades of schools and the branches taught.
5. The general character and qualifications of teachers.
6. The mode of teaching and the general result.

The minutes of the meeting were then read and adopted.

A resolution was then made that the proceedings of this meeting be sent, by the executive committee, to the various School Journals in the state.

It was, on motion, resolved, That the thanks of this meeting be respectfully tendered to the City Council of the city of Dayton, for their liberality in tendering to this association the free use of the City Hall during its past session; and the citizens of Dayton, for their kindness and hospitality in entertaining the members free of charge, are entitled to our warmest gratitude.

A motion was then made for adjournment, and carried.

It is to be hoped that teachers and active friends of education throughout the state, will send in their names to the chairman of the executive committee, together with their initiation fee, which is a dollar. This money, when enough is received, will be expended in printing the reports received from the committees on the different topics, which were announced some time since by the executive committee, and every such member will be entitled to a copy. Any person who heard the reports read at Dayton, would be very willing to give a dollar, or even two dollars, for a collection of twenty or thirty of such reports; nor could a young man collect the same amount of practical information, in any other way, for four times that sum.



## On Teaching Arithmetic.—No. 17.

BY JOSEPH RAY, M. D.

Professor of Mathematics in Woodward College.

## REDUCTION OF COMPOUND NUMBERS.

The changing of numbers from one denomination to another, is an operation so simple that it requires but little explanation. All the operation consists in the simplest application of the fundamental rules, and therefore serves to render the pupil more familiar with them. Before commencing Reduction the pupil should be perfectly familiar with the different tables of weights, measures, &c. He should also be accustomed to reduce any given denomination, consisting of a small number of units, to the next higher or lower denomination mentally, and to give the reason for the process. Thus he may be asked, how many inches in 1 foot? How many inches in 2 feet? In 3 feet? Why?

Reduction is properly divided by most authors on arithmetic, into two kinds, descending and ascending, or the changing of quantities from a higher denomination to a lower, and from a lower to a higher. Reduction descending is usually taught first, because it involves only the operations of multiplication and addition. In teaching this, the instructor has an opportunity of again impressing upon the mind of the pupil some of the elementary principles of arithmetic, and this should be carefully attended to. Thus in reducing bushels to pecks, and quarts, we multiply the bushels by 4, because in 1 bushel there are 4 pecks, in 2 bushels 8 pecks, and so on, or in general there are *four times as many* pecks as bushels. Care should be taken that the pupil does not suppose that he is performing such an unmeaning operation as to multiply the bushels by *four pecks*. Let him distinctly understand that he multiplies the bushels by 4, because in any number of bushels there are *four times as many pecks as there are bushels*. After having reduced the bushels to pecks, if there are pecks in the quantity to be reduced, we add them to the pecks obtained by the reduction of the bushels, on the principle that only things of the same kind can be added together. These are the only important points to which it is necessary to call the pupil's attention in reduction descending.

In reduction ascending there are two points to which the pupil's attention should be particularly directed. The divisor is of the same name as the dividend, and the remainder is also, as in every case of division, of the same name as the dividend. Thus in reducing quarts to pecks we divide the quarts by 8, because each 8 quarts make 1 peck. If it be required to reduce 25 quarts to pecks, we find how often 8 quarts is contained in 25 quarts, which is *three times* and 1 quart remaining. Each time that 8 quarts is

taken makes 1 peck, hence the number of pecks will be equal to the number of times that 8 quarts is contained in 25 quarts. This analysis corresponds to the general rule to divide each denomination by the number of that denomination that it takes to make one of the next higher. Some remarks on compound numbers will form the subject of the next article.

## On the Question of N.

We have received several different communications relating to the question of N., published in the March number of the School Friend. The writers generally agree in finding fault with the solution of Mr. Hendrick, published in our last number, though they are far from agreeing as to the principle on which the question should be solved. We publish below one of these communications on which, at present, we purposely abstain from making any remarks. Mr. Hendrick, or W. of Georgetown, in both of whom we have confidence, and who solved the question of N. on the same principle, will probably reply to it. If they should not, it will receive a notice from another source:

To the Editor of the School Friend:—

SIR—A number of your paper, containing a solution to the question of N., by J. C. Hendrick, together with the paper containing said question, was yesterday handed to me for examination. With due deference to the opinions of eminent mathematicians, I wish to call your attention to an assumption in that solution, upon which the correctness or incorrectness of the result must turn. He says, "It appears by the question that if B, C, D, and E, had respectively paid \$1888,78, \$1079,24, \$355,13, \$270,49 more than they did, there would have been an equal amount paid on each share of the stock taken." This is clear, but that which follows is not so clear, to wit: "And instead of \$356,15 remaining after the debts were paid, there would have remained \$39208,65 to be divided between A, B, C, D, and E, in proportion to their shares." Had B, C, D, and E, paid the several sums necessary to make the amount paid on each share of the stock equal, we are not to conclude that it would have added just that much to the profit of the concern, for this is not true in any case where the profit is not the same sum which was invested. Is it not clear that the profit would have been increased in the ratio which these sums bear to the sum invested? Otherwise, it is supposing that these several sums were invested without being subject to the enhancement or depreciation of the other investments. Now if there was any enhancement, Mr. Hendrick's division is very inequitable as respects A's, but if there was depreciation, great injustice was done to B, C, D, and E. For illustration, let us suppose that A and B make the "*firm*." The shares to be \$20 each. A to own one share, B one-half share. Suppose A to have paid \$15, B to have paid \$5, and the amount of gain \$10; now it is evident that if A paid three times as much money as B, he should have just three times as much of the gain, which would be three-fourths of the \$10—

\$7,50, and B would be entitled to one-fourth—\$2,50.

Who will not say that this is the only equitable division of the \$10,00? Yet Mr. H.'s rule gives a very different division of the money. He would reason in this way—"B paid on his half share \$2,50 less than A paid on a half share, and if B had paid \$2,50 more than he did, there would have been an equal amount paid on each share of the stock taken, and instead of \$10 remaining after the debts were paid, there would have remained \$12,50 to be divided between A and B in proportion to the number of shares owned by each."

By the supposition A owns one and B one-half a share, which by Mr. H.'s rule would entitle A to \$8,33 $\frac{1}{3}$ , and B to \$4,16 $\frac{2}{3}$ —2,50—\$1,66 $\frac{2}{3}$ , a result quite different from the above, and yet in all respects quite as equitable as the one given in the "solution."

Believing that the question of "N" has not yet been correctly solved, I respectfully ask for this an insertion, for the purpose of eliciting further investigation.

Your obedient servant, ALEX. ADAIR.  
HANCOCK COUNTY, O., MAY 22d, 1848.

For the School Friend.

## Pronunciation.

In the last number of the School Friend I find an inquiry respecting the best method of overcoming the "difficulty of teaching the young to pronounce." I am glad the inquiry is made, for I am too well aware that pronunciation is a subject which is but little attended to. It deserves an abler pen than mine, and if my remarks should benefit any one, or induce any one to write on this subject, it will amply compensate one who for years has paid the most unceasing devotion to the cause of education.

1. The first thing to be noticed is sound. Convey to the mind of every pupil a distinct idea of sound. Then require him to learn the sounds of the letters, and dwell especially on all the vowel sounds. Teach him that a syllable or a word is but a sound, and that a vowel may have the same sound in a syllable or word that it has when taken alone.

2. Explain to the pupil accent. Give him a word, say of three syllables, in which the accent occurs on the first syllable, then a word in which it occurs on the third. Require him to pronounce one syllable at a time, till he can do it readily, and then pronounce the word, laying a peculiar stress of voice on the accented syllable, so that it may be distinctly heard above the others. Any child can pronounce one syllable at a time, and when he does this he can pronounce a word of several syllables, as this is only a succession of syllables one of which is accented.

There are three classes of words which children pronounce incorrectly:

1. Words that are of themselves difficult to

pronounce; such as unpremeditatedly, accompaniment, orderliness, cursorily, needlessly, veterinary, buoyancy, &c.

2. Words of difficult and irregular orthography, whose pronunciation is entirely arbitrary and is not suggested by the orthography; such as business, colonel, phthisis, weigh, fatigue, pique, entendre, bureau, disme, &c.

3. Words which are easily pronounced, but which many are in a confirmed habit of pronouncing wrong: such as are, been, ere, were, daunt, calf, plow, now, shrink, suddenly, &c.

It should be a matter of importance with the teacher to make the pupil pronounce understandingly. Never allow him to pronounce a word wrong without correcting the error. Not only tell him it is incorrect, but correct it for him, and then require him to pronounce it, and then impress it on the mind. Always encourage pupils to ask questions, and refer to proper authority to satisfy themselves. Very small children will not refer to books for principles or pronunciation, and they must be taught verbally by the teacher. Teachers should make themselves thoroughly acquainted with pronunciation, and should all pronounce alike. In that event a change of teachers will not change the pronunciation.

Feb. 19, 1848. J. W. LONGBON.

For the School Friend.

#### Answer to the Philosophical Query

IN THE SCHOOL FRIEND OF APRIL.

I would offer the following:—Suppose a cannon to be charged in such a manner that the velocity of the ball, when it first leaves the mouth of the cannon, will be one hundred miles per hour, project the cannon from the stern of the vessel, set the ship in motion at a velocity of one hundred miles per hour; now it is clear that the real velocity of the ball is one hundred miles per hour, just the same as the velocity of the ship with which it moves. Now it is equally clear that if the ball meet with any resistance, its velocity will be diminished just in proportion to the resistance with which it meets. Now the expansive force of the powder is sufficient to project the ball, when still, at the rate of one hundred miles per hour, consequently this expansive force of the powder would be just sufficient to stop the ball, not sufficient to discharge it from the cannon, but the motion of the ball having been stopped, the onward motion of the vessel and cannon would serve to disengage the ball, which would fall in a direct line toward the center of the earth from that point at which it met with the full resistance from the powder.

A., of BEDFORD, VA.

The true spirit of religion cheers, as well as composes the soul. It is not the business of virtue to extirpate the affections of the mind, but to regulate them.

## METEOROLOGICAL REGISTER,

ABSTRACT OF THE

KEPT AT

Woodward College, Cincinnati,

Lat. 39 deg. 6 minutes N.; Long. 84 deg. 27 minutes W.

150 feet above Low Water Mark in the Ohio.

BY JOSEPH RAY, M. D.

April, 1848.

Day of M.	Fahr'theit Therm'ter			Barom.	Wind.		Weather.	Clearness of Sky.	Rain.
	Min.	Max.	Mean.		A. M.	P. M.			
1	35	55	45.3	29.589	west	west	2	fair	9
2	33	65	23.5	.653	s w	s w	2	fair	8
3	52	72	63.0	.492	south	south	3	cloudy	0
4	49	63	54.8	.461	do	do	2	cloudy	0
5	45	59	50.2	.558	north	north	2	cloudy	0
6	40	63	49.8	.466	n e	n e	1	var'ble	5
7	37	66	53.8	.343	do	do	1	fair	8
8	44	72	57.8	.206	do	do	1	fair	8
9	49	75	59.2	.199	do	do	1	fair	8
10	46	77	63.3	.312	west	west	1	fair	9
11	58	84	66.3	.328	s w	do	1	var'ble	4
12	52	69	56.2	.364	south	s w	2	var'ble	1
13	43	56	46.3	.245	n w	n w	1	var'ble	1
14	37	52	44.0	.287	do	do	1	var'ble	2
15	37	61	49.8	.383	n e	n e	1	var'ble	5
16	38	66	50.7	.523	n w	n w	1	clear	10
17	38	71	56.8	.462	west	west	1	fair	9
18	38	51	41.3	.236	do	do	3	cloudy	0
19	35	52	41.7	.668	north	north	2	fair	7
20	31	62	46.8	.588	s w	s w	1	clear	9
21	40	74	58.3	.387	do	do	2	fair	6
22	52	75	62.5	.278	do	do	2	var'ble	1
23	55	81	66.0	.090	do	do	3	var'ble	5
24	43	60	51.0	.320	n w	n w	2	fair	4
25	43	63	51.2	.236	do	do	2	var'ble	2
26	42	63	49.2	.431	do	do	1	fair	6
27	35	67	51.7	.513	n e	n e	1	clear	0
28	41	81	64.5	.283	south	south	2	var'ble	1
29	50	57	52.0	.491	north	north	2	var'ble	1
30	48	69	58.5	.408	n e	n e	1	var'ble	4

EXPLANATION.—The 1st column contains the day of the month; the 2d the minimum or least height of the thermometer, during the twenty-four hours beginning with the dawn of each day; the 3d the maximum, or greatest height during the same period; the 4th the mean or average temperature of the day, reckoning from sunrise to sunrise; the 5th the mean height of the barometer, corrected for capillarity, and reduced to the temperature of freezing water. In estimating the force of the wind, 0 denotes calm, 1 a gentle breeze, 2 a strong breeze, 3 a light wind, 4 a strong wind, and 5 a storm. In estimating the clearness of the sky, 10 denotes entire clearness, or that which is nearly so, and the other figures, from 0 to 10, the corresponding proportions of clearness. The other columns need no explanation.

#### SUMMARY—

Least height of Thermometer,	31 deg.
Greatest height of do	84
Monthly range of do	53
Least daily variation of do	7
Greatest daily variation of do	53
Mean temperature of month,	53.75
do do at sunrise,	43.7
do do at 2 P. M.	65.8
Coldest day, April 18th.	41.3
Mean temperature of coldest day,	41.3
Warmest day, April 11th.	66.3
Mean temp. of warmest day,	66.3
Minimum height of Barometer,	29.032 inches
Maximum do do	29.717 do
Range of do do	0.685 do
Mean height of do do	29.6939 do
No. of days of rain and snow, 4.	
Perpendicular depth of rain, 55-100 inches.	

WEATHER.—Clear and fair, 14 days; variable, 12 days—cloudy, 4 days.

WIND.—N. 3 days; N. E. 7 days; S. 3½ days; S. W., 6 W. 4½ days; N. W. 6 days.

MEMORANDA—1st and 2nd, pleasant and fair; 3d, nearly cloudy—drizzly 7 to 8 P. M.; 4th, gloomy day—began to drizzle 4 P. M.; 5th, cool, cloudy, and gloomy; 6th to 10th, pleasant and fair; 11th, very warm showers 3 to 6 P. M.; 12th, A. M., cloudy—P. M. variable; 13th to 15th, cool and variable; 16th, perfectly clear and beautiful day; 17th, fair and fine; 18th, rain and wind 9 to 10 A. M.—spit snow 3 to 9 P. M.; 19th, A. M. cloudy—P. M. clear; 20th, severe frost—fine, clear day; 21st, pleasant and hazy; 22d, 23d, variable, hazy, windy, and very dusty; 24th, morning clear—P. M. hazy; 25th, cool and damp; 26th, 27th, pleasant, fair days; 28th, very hazy and dusty. Storm latter part of the night, which continued until 7 A. M., of 29th; 30th, pleasant and variable.

OBSERVATIONS.—This month has been remarkable for its extreme dryness. Since October, 1839, there has been no period when so little rain fell as during this month. In this respect, it presents a remarkable contrast with the preceding month—so that the whole amount of rain from the first of March to the first of May, is about the usual average. The mean temperature is about 2 degrees below the average. The effect of this and the drought has been to retard the progress of vegetation.

## P o e t r y .

From Blackwood's Magazine.

### Requiem.

#### I.

Gone art thou, in youthful sweetness,  
Time's short, changeful voyage o'er;  
Now thy beauty in completeness  
Blooms on Heaven's unfading shore;  
What to us is life behind thee?  
Darkness and despair alone!  
When with sighs we seek to find thee,  
Echo answers moan for moan!

#### II.

Not in winter's stormy bluster  
Did'st thou droop in pale decay,  
But mid summer's light and luster  
Passed to Paradise away;  
Yes! when toned to rapture only,  
Sang the birds among the bowers,  
Rapt from earth to leave us lonely,  
Bliss was thine and sorrow ours!

#### III.

Mourners, solemn vigil keeping,  
Knelt in silence round thy bed;  
Could they deem thee only sleeping,  
When to Heaven thy spirit fled?  
Yes! that spirit then was winging  
Upward from its shell of clay,  
Guardian angels round it singing—  
"Welcome to the realms of day!"

#### IV.

Less when Eve's low shadows darkling  
Shut the wild flowers on the lea,  
That when dawn's last star is sparkling,  
Silence draws our thoughts to thee—  
Thee—who, robbed in light excelling,  
Stood'st a seraph by the hearth,  
Far too bright for mortal dwelling,  
Far—by far too good for earth!

#### V.

Fare thee well! a track of glory  
Shows where'er thy steps have been,  
Making life a lovely story,  
Earth a rich, romantic scene;  
Dim when duty's way before us,  
As the magnet charts the sea,  
May thy pure star glowing o'er us  
Point the path to Heaven and Thee!




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Jefferson Davis, " "  
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